Guidance and Counselling Program Review 1985 - 1986

Summary Report

Edmonton Public School District No. 7

Alberta Education

Alberta
EDUCATION

GUIDANCE AND COUNSELLING
PROGRAM REVIEW:

1985-86 SUMMARY REPORT

- by -

EDMONTON SCHOOL DISTRICT NO. 7

Under Contract to Alberta Education
EDMONTON, Alberta
August, 1986

PROJECT SUMMARY

Problem Areas Examined: The major purposes of the Guidance and Counselling Services Review were: to assess the appropriateness of the intended results; determine the extent to which the intended results of the service are being achieved; determine the effectiveness of service implementation; identify any areas of the service which are in need of improvement or are highly successful; and, recommend any needed improvements. All three components of guidance and counselling -- classroom guidance, personal counselling, career development -- were included in the evaluation.

Design of the Project: An advisory committee consisting of representatives from Alberta Education, the University of Alberta, school staff, central services staff, and parents provided advice and assistance on the questions to be addressed in the evaluation, the data collection instruments to be used, and the evaluation design. The major sources of data used in the review were: questionnaires completed by a sample of principals, teachers, counsellors, students and parents in 30 elementary, 12 junior high and 6 senior high schools; interviews and observations conducted in 9 elementary, 4 junior high and 4 senior high schools by a team of internal and external personnel; interviews with district personnel; interviews with representatives of related community services and local post-secondary educational institutions; and analysis of district and provincial documents related to guidance and counselling services.

Major Findings or Outcomes: Edmonton Public Schools' guidance, counselling and career development outcomes for elementary, junior and senior high were considered appropriate and were generally perceived as being achieved to a moderate or greater extent. Satisfaction with guidance and counselling services was highest at the senior high level and lowest at the junior high level. The trend was for objectives related to the affective development of students to be perceived as being achieved to the greatest extent at all three school levels. At elementary and junior high, objectives related to career development were perceived as achieved to the least extent. A lack of awareness of guidance and counselling roles, responsibilities and services was observed to some extent among teachers, students and parents. There was a general perception that guidance and counselling services to assist teachers to help students, should be improved.

Recommendations or Implications: Guidance and counselling services at the school level should be more clearly defined. There should be better communication to parents and students regarding these services. District guidance and counselling staff should provide advice and assistance to school staffs in defining and implementing these services. District and school level guidance and counselling services should provide more assistance to teachers. Junior high school staffs need to increase the accessibility of guidance and counselling services to students. There is a need to develop more ways of relating career education to the curriculum in different subject areas.

August 5, 1986

EDMONTON PUBLIC SCHOOLS

GUIDANCE AND COUNSELLING PROGRAM REVIEW 1985-86: SUMMARY REPORT

The following report summarizes the findings of a review of guidance and counselling services in the district.

I. BACKGROUND

Guidance and counselling services in Edmonton Public Schools are provided to assist elementary, junior high and senior high school students to live and learn effectively in the school, to grow and develop and to become as fully assured and capable a person as possible. There are three separate, though closely related, components - guidance, counselling and career development.

II. THE GUIDANCE AND COUNSELLING SERVICES REVIEW

The major purposes of the guidance and counselling services review were to: assess the appropriateness of the intended results; determine the extent to which the intended results of the service are being achieved; determine the effectiveness of service implementation; identify any areas of the service which are in need of improvement or are highly successful; and, recommend any needed improvements. All three components of guidance and counselling were included in the evaluation.

The review was conducted between November, 1985 and May 1986. A detailed report is provided under separate cover. Data were collected for the review from the following sources:

- Questionnaires sent to principals, counsellors, teachers, students and parents in 30 elementary, 12 junior high and 6 senior high schools.
- Interviews and observations conducted in 9 elementary, 4 junior high and 4 senior high schools by a team of internal and external personnel.
- Interviews with district level personnel.
- Interviews with representatives of related community agencies and local post-secondary institutions.
- Analysis of district and provincial documents related to Guidance and Counselling Services.

III. SUMMARY OF FINDINGS

1. Appropriateness of Outcomes

The guidance, counselling and career development outcomes are considered appropriate.

2. Achievement of Intended Results

Respondents perceived that most of the guidance, counselling and career development outcomes were being achieved to a moderate or greater extent. Respondents were more positive regarding the achievement of outcomes at the elementary and senior high levels and less positive at the junior high level. Principals and counsellors tended to have more confidence in the extent to which outcomes were being achieved than did parents; teachers were somewhere in between. The responses of the parent group should be interpreted with caution because of the low response rate for this group. Respondents perceived that outcomes related to the personal growth and development of students were being achieved to the greatest extent.

Significant percentages (25-35%) of junior and senior high school students rated the extent to which they "know when and how to receive counselling assistance" and "receive effective assistance in resolving personal problems" to a relatively small extent (2 or less on the 5 point scale). The extent to which all the career development outcomes were being achieved was highly rated at the senior high level but given a lower rating at the junior high level.

3. Consistency With District and Alberta Education Requirements

Guidance and counselling services are consistent with district expectations for student learning and development and conform to Alberta Education requirements.

4. Accessibility of Guidance and Counselling Services to Students

Guidance and counselling services are perceived to be accessible to all students to at least a moderate extent and are perceived as highly accessible at the senior high level. Some respondents at all school levels think accessibility is limited. The accessibility of services was considered lowest at the junior high level, where 32% of students perceived that guidance and counselling services in their school were accessible to a small extent only (1 or 2 on the 5 point scale).

5. Extent to Which Students Needs Are Being Met

Students' needs for guidance and counselling services are being met at all school levels to at least a moderate extent. Students' needs for guidance and counselling services are being met to the greatest extent at the senior high level, to a more moderate extent at the elementary level and to the lowest extent at the junior high level. Significant percentages of junior high students, teachers and counsellors perceived that students' needs for guidance and counselling services are being met to only a limited extent.

6. Provision of Learning Experiences in a Caring Environment

All respondent groups stated that "learning experiences are being provided in a caring environment in their school."

7. Students Use Of and Satisfaction With Guidance and Counselling Services

Fifty percent of senior high students and 70% of junior high students did not report use of any guidance and counselling services. The majority of students who reported that they had used guidance and counselling services in the past year were satisfied with the service they had received. Senior high students tended to be more satisfied than junior high students. Senior high students also reported greater use of services. Students reported that they usually waited less than two weeks for the service.

8. Choices of Programs and Courses

Most (70 to 100%) students, parents, principals, teachers and counsellors think that junior and senior high school students are: "making informed choices with respect to options, courses and programs"; "informed about the options, courses and programs offered by the school'; "involved in selecting the options, courses and programs they want"; and "adequately prepared to make choices in selecting options, courses and programs." Perceptions are particularly positive at the senior high level.

9. Guidance and Counselling Services Special Programs

Respondents were satisfied with two of the special programs provided by guidance and counselling services -- Operation Aware and Conflict Management.

10. Satisfaction With the Junior High Guidance Program

Satisfaction with the junior high school guidance program is low.

11. Career Education

At the senior high school level 73% of students and 80% of parents indicated overall satisfaction with the career development services provided by the school Students needs in career education are perceived as being met. At the junior high level career development services are perceived to be less available to students and students needs for these services are being met to a lesser extent than at the senior high school level.

12. Awareness and Use of Community/Government Agencies

Awareness and use of community/government agencies for career development resources is higher at the senior high level than the junior high level. The level of awareness is lower among teachers than among counsellors and principals. Junior and senior high school staffs were most aware of the resources provided by Alberta Manpower, Canada Career Week, and Canada Employment and Immigration Commission.

13. Formal Qualifications for Guidance and Counselling Staff

Overall, most respondent groups stated that guidance and counselling staff require minimum formal qualifications of a graduate diploma in psychology in order to provide, competently, most guidance and counselling services. Lower formal qualifications are considered sufficient for providing career counselling services.

14. Integration of Services into School Program

Guidance and counselling services are perceived as being an integral component of the regular school program to a moderate or greater extent.

15. Resource Allocations

Human and other resource allocations for guidance and counselling services vary considerably from school to school across the district. Human resource allocations for 1985-86 totalled 23.9 F.T.E. at the elementary level, 7.2 F.T.E. at the elementary-junior high level, 15.0 F.T.E. at the junior high level, 25.2 F.T.E. at the senior high level and 4.9 F.T.E. for Continuing Education and Institutional Services. This represented an overall decrease of 5.8 F.T.E. from 1984-85. However, an increase of 10.4 F.T.E. is budgeted for by the schools for 1986-87 over the budget for the 1985-86 school year.

It should be noted that 29% of elementary principals, 27% of elementary teachers, 38% of junior high teachers, and 33% of junior high counsellors perceived that the resources allocated to guidance and counselling services in their schools were low or inadequate.

16. Support Mechanisms

Fifty-eight to 100% of principals, teachers and counsellors at all three school levels perceived that support mechanisms (e.g., inservice training, resources materials, tests, etc.) were of average or greater adequacy in assisting them to advise students. From 30 to 56% of these respondents at all school levels selected the mid-point on the five point scale. Twenty-nine percent of elementary teachers and 22% of elementary counsellors stated that support mechanisms were inadequate.

17. Comparison of Effectiveness of Service Delivery Models

At the elementary school level, the "counsellor" and "counsellor-advisor" service delivery models were perceived by respondents as more effective than the model in which the administrator provides guidance and counselling services. It was not possible in the review to compare the effectiveness of other models which did not utilize a designated counsellor since too few of the schools in the sample were using these other models.

18. Satisfaction With and Effectiveness of District Guidance and Counselling Services

There is a low level of satisfaction with the amount of advice, assistance, and leadership provided by district guidance and counselling services. The area where district leadership is generally perceived to be least effective is in identifying and communicating information about effective practices.

19. Overall Effectiveness of Guidance and Counselling Services in the Schools

A majority (67 to 100%) of respondents stated that guidance and counselling services in elementary, junior and senior high schools are effective. Significant percentages of elementary school teachers (36%) and parents (20%) and junior high parents (30%) rated school guidance and counselling services as ineffective or effective to a small extent only.

20. Guidance and Counselling Services for Students, Teachers and Parents

In an additional section on each of the questionnaires, respondents were asked three questions with respect to guidance and counselling services for each of students, teachers and parents. The services for teachers and parents are designed to help them to assist students. These questions were: to what extent is each specific service implemented in the school; to what extent should each specific service be implemented in the school; and, what is the effectiveness of each specific service, if implemented, in the school? The specific guidance and counselling services for each of students, teachers and parents were the ones identified by Alberta Education in a province-wide needs assessment of guidance and counselling services conducted in 1984. Twenty-one guidance and counselling services for elementary students, 30 for junior and senior high school students, 20 for teachers and 12 for parents were identified. Respondents reported that most of these guidance and counselling services for students, teachers and parents were implemented to a moderate or greater extent in the schools. Respondents wanted the same or more emphasis on each service, and were generally satisfied with the effectiveness with which most services were implemented.

21. Responsibility for Providing Guidance and Counselling Services in the School

At all school levels, respondents were asked to indicate who should have none, minor, and major responsibility for providing guidance and counselling services in the school for students, teachers, and parents.

(a) Elementary School Level

At the elementary school level, principals stated that the major responsibility for providing guidance and counselling services for elementary school students should lie with the counsellor, teachers, parents and the principal.

Principals stated that the principal and the counsellor should have major responsibility for providing guidance and counselling services for elementary school teachers, while elementary school teachers indicated that the major responsibility for providing these services should lie with the principal, central services and the counsellor.

Principals indicated that major responsibility for the provision of guidance and counselling services for elementary school parents should lie with the principal and the counsellor.

(b) Junior High Level

At the junior high school level, principals stated that the major responsibility for providing guidance and counselling services for junior high school students should lie with the counsellor, teachers, parents and the principal.

Principals stated that the principal, the counsellor and central services should have major responsibility for providing guidance and counselling services for junior high school teachers, while junior high school teachers stated that the counsellor should have the major responsibility for these services.

Principals indicated that the counsellor should have major responsibility for the provision of guidance and counselling services for junior high school parents.

(c) Senior High Level

At the senior high school level, principals stated that the major responsibility for providing guidance and counselling services for students should lie with the counsellor, parents and the principal.

Principals stated that the principal, the counsellor and teachers should have major responsibility for providing guidance and counselling services for senior high school teachers, while senior high school teachers stated that the counsellor should have the major responsibility for these services.

Principals indicated that the counsellor, the principal and parents should have major responsibility for the provision of guidance and counselling services for senior high school parents.

IV. SUGGESTIONS FOR IMPROVEMENT

1. Guidance and counselling services at the school level should be more clearly defined. At present some school staff, students and parents do not know what to expect from guidance and counselling services. District guidance and counselling staff should provide advice and assistance to school staffs in defining and implementing these services.

2. Roles and responsibilities for guidance and counselling services at the school level should be delineated and a means of coordinating the services within the school should be defined. Roles and responsibilities will vary depending on the

service delivery model being used by a particular school but, regardless of the model, all school staff should know and understand what their own and others' responsibilities are.

3. Guidance and counselling services need to be more clearly communicated to parents, students and teachers as many of the members of these groups do not appear to have sufficient understanding of the outcomes or of the services available.

4. District guidance and counselling services need to provide more leadership, advice and assistance to school staffs to assist them in providing effective guidance and counselling services in their schools.

5. Junior high school staffs need to increase the accessibility of guidance and counselling services to students in their schools and attempt to meet student needs for these services to a greater extent than is currently the case.

6. Principals, with school staffs, should review the resources allocated for guidance and counselling services in their schools to ensure that sufficient resources are provided to offer effective guidance and counselling services.

7. Those schools choosing to use the "administrator model" for delivering guidance and counselling services should plan and implement procedures and practices which will ensure that services are delivered effectively.

8. District guidance and counselling services should continue to develop and implement programs which support the guidance and counselling objectives, such as the Operation Aware and Conflict Management programs.

9. District and school level guidance and counselling services should provide more assistance to teachers. District guidance and counselling staff could provide inservice training to assist school staffs to develop the skills, abilities and knowledge they require to implement guidance and counselling services such as those required for individual/personal counselling, group counselling, psychological test administration and interpretation, career counselling, and providing assistance to teachers. District and/or school guidance and counselling services could also provide inservice training and resource materials on topics such as developing positive self-esteem, teaching study skills, preparing grade 6 students for junior high school, identifying children with learning problems, mainstreaming handicapped children, developing strategies to deal with students with behavior problems, integrating career education into the curriculum in various subject areas, and developing career awareness activities appropriate for elementary students.

10. Curriculum Services should explore ways of relating career education to the curriculum in different subject areas. Resource materials to assist teachers in this area might be developed at the district level.

11. The CHOICES program should be reviewed to determine whether it is meeting student and staff needs as a career and post-secondary information delivery system.

12. During the 1986-87 school year, Curriculum services, with involvement of appropriate staff, need to develop a set of indicators representing guidance and counselling services. These indicators would be used to judge the effectiveness of guidance and counselling services implementation and results in the school.

V. IMPROVEMENTS CURRENTLY BEING IMPLEMENTED

1. Responsibility for district guidance and counselling services has been assigned to the three Student Services Teams with overall responsibility for planning improvements to services assigned to J. B. Davies, Supervisor Student Services. This organizational change will increase the resources available for providing leadership, advice and assistance to the schools in the area of guidance and counselling.

2. The schools have recognized the need for additional emphasis on guidance and counselling and have allocated 10.4 F.T.E. more in this area for 1986-87 than in 1985-86.

3. Alberta Education has undertaken a variety of initiatives which will assist schools to provide guidance and counselling services and place additional emphasis on these services. These initiatives include the development of policies and procedures for guidance and counselling and career education, the provision of additional resource materials and changes to the elementary and junior high health curriculum to place increased emphasis on self-esteem, career development and self-development. They are also in the process of developing a mandatory course for senior high school which deals with self-management, career development, well-being, and financial management.

4. Edmonton Public Schools has undertaken several initiatives to assist schools in providing more effective guidance and counselling services and to place additional emphasis on these services. These initiatives include developing a Board policy on guidance and counselling services, developing a model of a school-based student services program, developing a staff, community and student program to enhance positive self-esteem, and adding a half-time consultant to district guidance and counselling services for the 1986-87 school year.

August 5, 1986

SURVEY FORMS
USED IN THE EVALUATION
WHICH MAY BE
ADAPTED FOR LOCAL USE

Review of Guidance and Counselling Services

Principal Questionnaire

Elementary School

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5

4. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

5. To what extent do guidance and counselling services in your school conform to Alberta Education requirements? 1 2 3 4 5

	Inade-quate				Ade-quate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Inef-fective				Effec-tive
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

8. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in your school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)_____

_____

	To a small extent				To a great extent
9. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
10. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
11. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
12. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

13. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	Inade-quate				Ade-quate
14. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

	Very dissatis-fied				Very Satis-fied
15. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

16. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effec-tive				Very Effec-tive
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

17. How effective is the Conflict Management Program?	1	2	3	4	5
18. How effective is Operation Aware?	1	2	3	4	5

19. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

_____

_____

_____

_____

_____

	Not effec-tive				Very effec-tive
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 19.a) above.	1	2	3	4	5

20. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

21. How can the guidance and counselling services in your school be improved

_____

_____

_____

22. Rate the extent to which each of the following guidance and counselling services for **elementary school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Improve learning skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop effective study habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop good work habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop self-confidence, self-esteem	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop understanding of individuals and groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop positive attitude to school, learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

22. (Continued)

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Deal with negative feelings, attitudes that affect school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn what the law requires, what society expects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Gain acceptance and respect of teachers, classmates	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Adjust to new school situations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop a positive attitude toward work; respect for dignity of work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn to make decisions to achieve goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Help to meet people, get along, build friendships	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand themselves and deal with their developmental concerns	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Resolve interpersonal conflicts	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

22. (Continued)

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop awareness of world of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand how school programs, activities relate to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, values, achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop awareness of the local community	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

23. Rate the extent to which each of the following guidance and counselling services for **elementary school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Maintain positive attitude toward work, students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand individual students, their developmental needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify specific conditions that affect student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Evaluate student progress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Provide activities to meet student needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assess educational needs of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand special characteristics of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with specific problems in discipline, classroom management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Place students in programs suited to their needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

23. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented: Not At All				To A Great Extent	Extent To Which The Service Should Be Implemented: Not At All				To A Great Extent	Effectiveness Of The Service, If Implemented: Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

23. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Identify social, cultural, economic factors which influence student behavior	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Explain the career implications of the subjects they teach	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

24. Rate the extent to which each of the following guidance and counselling services for **parents of elementary school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Deal with their child's learning difficulties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal effectively with children who have personal/social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

24. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Obtain current information on learning opportunities provided at the school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify community agencies which can provide assistance in addition to what the school provides	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish effective communication with the school staff concerning their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain access to their child's student record and standardized test results	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain assistance from school staff to help their child with school work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain information on school guidance and counselling programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain the school's help and support in providing personal guidance to their children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

24. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Obtain opportunities to discuss child development, problems with school staff	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Inform the school of the values which they would like their child to develop	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Discuss long term educational and career plans of their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

25. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **elementary school students, elementary school teachers and <u>parents</u> of elementary school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Elementary school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Elementary school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
<u>Parents</u> of elementary school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 14, 1985

Review of Guidance and Counselling Services

Counsellor Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5

4. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning andd development? 1 2 3 4 5

5. To what extent do guidance and counselling services in your school conform to Alberta Education requirements? 1 2 3 4 5

	Inade-quate				Ade-quate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Inef-fective				Effec-tive
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
8. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
9. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
10. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
11. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

12. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Helping students with low grades.	1	2	3	4	5
h)	Helping resolve student-teacher conflicts.	1	2	3	4	5
i)	Helping students with learning problems.	1	2	3	4	5
j)	Helping students with behavior problems.	1	2	3	4	5
k)	Providing group counselling.	1	2	3	4	5
l)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
m)	Teaching study skills.	1	2	3	4	5
n)	Referrals of students to community agencies.	1	2	3	4	5
o)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
p)	Providing individual counselling.	1	2	3	4	5
q)	Providing school-related information to parents.	1	2	3	4	5
r)	Visiting classrooms to observe students.	1	2	3	4	5
s)	Follow-up on homework assignments.	1	2	3	4	5
t)	Providing family counselling.	1	2	3	4	5
u)	Teaching regular classes.	1	2	3	4	5

13. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Interpreting student achievement results;	1	2	3	4	5
	iii. Coping with personal situations;	1	2	3	4	5

		Not at all involved				Very much involved
iv.	Behavior problems;	1	2	3	4	5
v.	Promotion and non-promotion; and	1	2	3	4	5
vi.	Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

14. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

		Inade-quate				Ade-quate
15. a)	To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level _____

_____

2) at the school level _____

_____

		Very dissatis-fied				Very Satis-fied
16.	Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

17. How effective are District Guidance and Counselling Services in terms of providing leadership in

		Not Effec-tive				Very Effec-tive
a)	Giving "leading edge" advice.	1	2	3	4	5
b)	Recommending effective practices.	1	2	3	4	5
c)	Identifying and promulgating effective practices.	1	2	3	4	5
18.	How effective is the Conflict Management Program?	1	2	3	4	5
19.	How effective is Operation Aware?	1	2	3	4	5

20. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services.

_____

_____

_____

_____

_____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 20.a) above.	1	2	3	4	5

21. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

22. How can the guidance and counselling services in your school be improved.

_____

_____

_____

23. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Improve learning skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop good work habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-confidence, self-esteem	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school, learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings, attitudes that affect school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Gain acceptance, respect of teachers, classmates	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

23. (Continued)

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Develop a positive attitude toward work; respect for dignity of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of world of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school programs, activities relate to work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

23. (Continued)

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Realistically assess their interests, values, achievements	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of the local community	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

24. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Maintain positive attitude toward work, students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

24. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Provide activities to meet student needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

24. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Collect accurate student information to promote student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

25. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents** of **elementary school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain access to their child's student record and standardized test results	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

25. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain assistance from school staff to help their child with school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inform the school of the values which they would like their child to develop	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 14, 1985

Review of Guidance and Counselling Services

Teacher Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students understand their own strengths and limitations.	1	2	3	4	5
b) Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c) Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d) Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e) Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students know when and how to obtain counselling assistance.	1	2	3	4	5
b) Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c) Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5

4. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

	Inade-quate				Ade-quate
5. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Inef-fective				Effec-tive
6. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
7. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
8. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
9. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
10. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

11. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

	To a small extent				To a great extent
a) Assisting in proper program placement of students.	1	2	3	4	5
b) Assisting students with course and program selection decisions.	1	2	3	4	5
c) Dealing with lates, attendance, and truancy.	1	2	3	4	5

		To a small extent				To a great extent
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Helping students with low grades.	1	2	3	4	5
h)	Helping resolve student-teacher conflicts.	1	2	3	4	5
i)	Helping students with learning problems.	1	2	3	4	5
j)	Helping students with behavior problems.	1	2	3	4	5
k)	Providing group counselling.	1	2	3	4	5
l)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
m)	Teaching study skills.	1	2	3	4	5
n)	Referrals of students to community agencies.	1	2	3	4	5
o)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
p)	Providing individual counselling.	1	2	3	4	5
q)	Providing school-related information to parents.	1	2	3	4	5
r)	Visiting classrooms to observe students.	1	2	3	4	5
s)	Follow-up on homework assignments.	1	2	3	4	5
t)	Providing family counselling.	1	2	3	4	5
u)	Teaching regular classes.	1	2	3	4	5

12. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Interpreting student achievement results;	1	2	3	4	5
	iii. Coping with personal situations;	1	2	3	4	5
	iv. Behavior problems;	1	2	3	4	5
	v. Promotion and non-promotion; and	1	2	3	4	5
	vi. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5

		Not At All Involved				Very Much Involved
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

13. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

		Inade-quate				Ade-quate
14. a)	To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

	Very dissatis-fied				Very Satis-fied
15. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

16. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effec-tive				Very Effec-tive
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5
17. How effective is the Conflict Management Program?	1	2	3	4	5
18. How effective is Operation Aware?	1	2	3	4	5

19. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

20. How can the guidance and counselling services in your school be improved.

_____

_____

_____

21. Rate the extent to which each of the following guidance and counselling services for **elementary school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Maintain positive attitude toward work, students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand individual students, their developmental needs	1 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify specific conditions that affect student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Evaluate student progress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Provide activities to meet student needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assess educational needs of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand special characteristics of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with specific problems in discipline, classroom management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Place students in programs suited to their needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

21. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

21. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

22. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **elementary school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Elementary school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 14, 1985

Review of Guidance and Counselling Services

Student Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

		Not At All	A Little	A Lot
1.	Do you know your own strengths and weaknesses?	1	2	3
2.	Do you know how to raise your own self-esteem?	1	2	3
3.	Do you know how to get along well with children and adults in and out of school?	1	2	3
4.	Do you know how to make decisions and solve problems?	1	2	3
5.	Do you know how to learn and study?	1	2	3
6.	Do you know how to get help with your own problems at your school?	1	2	3
7.	Do you know how to get help with your school work at your school?	1	2	3
8.	Do you get help when you need it at school?	1	2	3

9. a) Who would you most likely talk with about your own problems? (Circle three only)

Friends	Mother
Sister	Father
Brother	Counsellor
Cousin	Grandparent
Teacher	Clergyman
Aunt, Uncle	Principal
Social Worker	Other (Specify)_____

b) Why would you go to these persons for help rather than others?

_____

_____

_____

10. What should a counsellor be like?

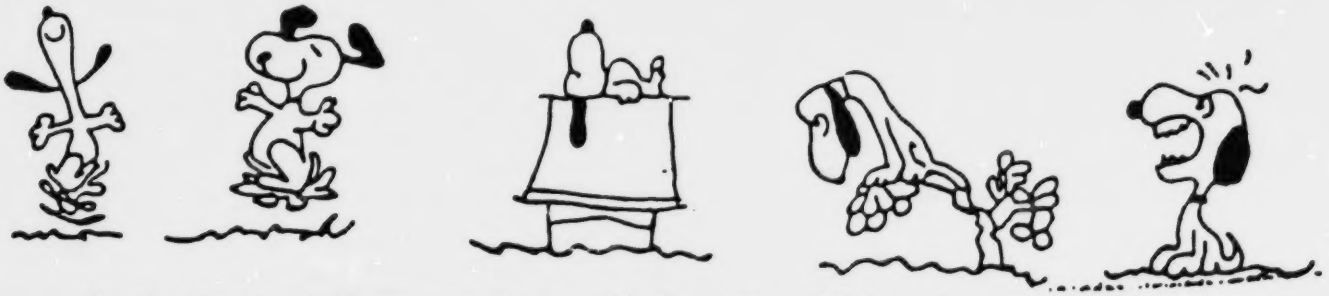
_____

_____

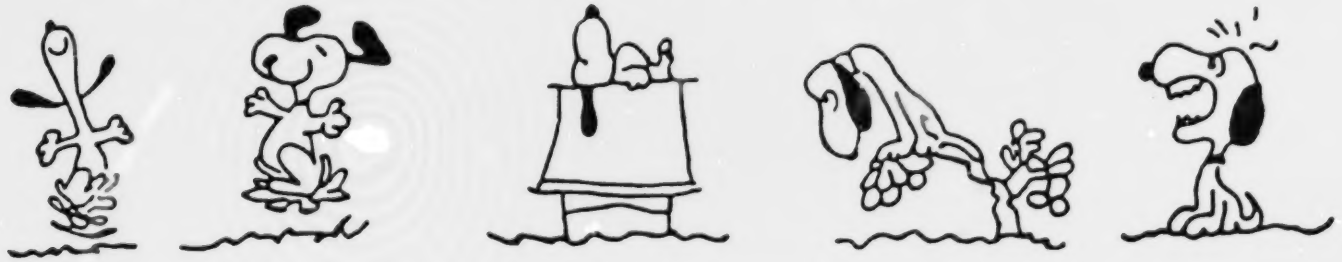
_____

For each question on this page circle the best answer for you.

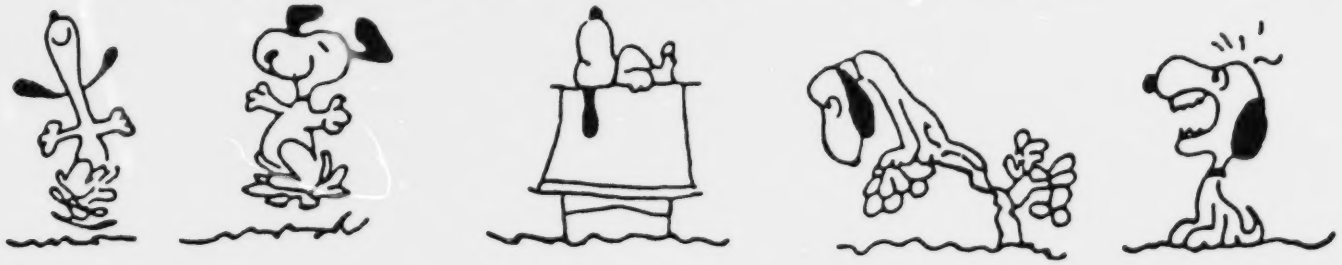
11. How do you feel each morning when you think about coming to school?



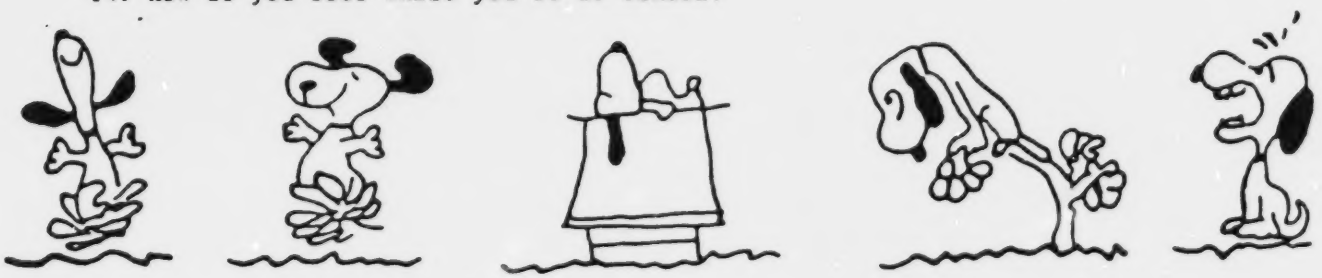
12. How do you feel about working with the other children in your class?



13. How do you think the other children in your class feel about you?



14. How do you feel while you're at school?



October 31, 1985

Review of Guidance and Counselling Services

Consultant School Visit Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students in this school?

	To a small extent				To a great extent
a) Guidance outcomes.	1	2	3	4	5
b) Counselling outcomes.	1	2	3	4	5

	Ineffective				Effective
4. How effective are the strategies used to achieve the intended results of guidance and counselling services in this school?	1	2	3	4	5

	To a small extent				To a great extent
5. To what extent are guidance and counselling services in this school consistent with the District's expectations for student learning and development?	1	2	3	4	5
6. To what extent do guidance and counselling services in this school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
7. Rate the adequacy of resources allocated to guidance and counselling services in this school.	1	2	3	4	5

	Ineffective				Effective
8. Rate the overall effectiveness of guidance and counselling services in this school.	1	2	3	4	5

9. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in this school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)_____

_____

10. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff in this school should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5

		To a small extent				To a great extent
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

11. To what extent are guidance and counselling services accessible to all students in this school? 1 2 3 4 5

12. To what extent are students' needs for guidance and counselling services being met in this school? 1 2 3 4 5

13. To what extent are learning experiences provided in a caring environment in this school? 1 2 3 4 5

14. To what extent are guidance and counselling services in this school an integral component of regular school programs and services? 1 2 3 4 5

15. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs? 1 2 3 4 5

    b) To what extent are students in your school making informed choices with respect to options, courses, and programs? 1 2 3 4 5

    c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)? 1 2 3 4 5

16. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

		Not effective				Very effective
17.	How effective is the Conflict Management Program in this school?	1	2	3	4	5
18.	How effective is Operation Aware?	1	2	3	4	5

19. a) What services are provided by Bureau Services in this school?

b) What services should be provided by Bureau Services in this school?

20. a) What services are provided by CAPE in this school?

b) What services should be provided by CAPE in this school?

21. a) What is the role of teachers in facilitating the achievement of guidance and counselling outcomes in this school?

b) How are these responsibilities identified and made known to teachers?

22. a) What assistance is being provided to increase classroom teachers' ability to identify and respond sensitively to students in this school?

b) What assistance is needed to increase classroom teachers' ability to identify and respond sensitively to students in this school?

_____

_____

_____

23. a) Indicate the extent to which guidance and counselling staff in this school need assistance to develop their skills, abilities, and knowledge in the following areas:

	To a small extent				To a great extent
i. career counselling	1	2	3	4	5
ii. individual/personal counselling	1	2	3	4	5
iii. psychological test administration and interpretation	1	2	3	4	5
iv. group counselling	1	2	3	4	5
v. other guidance and counselling services	1	2	3	4	5

b) Indicate the extent to which the skills, abilities, and knowledge of guidance and counselling staff are appropriate for the responsibilities assigned. 1 2 3 4 5

	Inade-quate				Ade-quate
24. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist this school's staff to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed in this school?

1) at the District level_____

_____

2) at the school level_____

_____

25. a) What procedures and support mechanisms exist to assist school staff to deal with students who have problems.

_____

_____

_____

b) What procedures and support mechanisms are needed to assit school staff to deal with students who have problems?

_____

_____

_____

26. What guidance and counselling crisis intervention procedures are used in this school?

_____

_____

_____

	To a small extent				To a great extent
27. To what extent are services provided by CAPE and Bureau Services integrated with guidance and counselling services in this school?	1	2	3	4	5
28. To what extent are there waiting lists for students to receive guidance and counselling services in this school?	1	2	3	4	5

29. What are the strengths of guidance and counselling services in this school.

_____

_____

_____

30. How can the guidance and counselling services in this school be improved.

_____

_____

_____

31. Rate the extent to which each of the following guidance and counselling services for **elementary school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Improve learning skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop effective study habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop good work habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop self-confidence, self-esteem	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop understanding of individuals and groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop positive attitude to school, learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with negative feelings, attitudes that affect school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn what the law requires, what society expects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Gain acceptance and respect of teachers, classmates	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Adjust to new school situations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

31. (Continued)

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop a positive attitude toward work; respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop awareness of world of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand how school programs, activities relate to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

31. (Continued)

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented: Not At All			To A Great Extent		Extent To Which The Service Should Be Implemented: Not At All			To A Great Extent		Effectiveness Of The Service, If Implemented: Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Realistically assess their interests, values, achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop awareness of the local community	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

32. Rate the extent to which each of the following guidance and counselling services for **elementary school teachers** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented: Not At All			To A Great Extent		Extent To Which The Service Should Be Implemented: Not At All			To A Great Extent		Effectiveness Of The Service, If Implemented: Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

32. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped & minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

32. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

33. Rate the extent to which each of the following guidance and counselling services for **parents of elementary school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Deal with their child's learning difficulties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal effectively with children who have personal/social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain current information on learning opportunities provided at the school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify community agencies which can provide assistance in addition to what the school provides	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish effective communication with the school staff concerning their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain access to their child's student record and standardized test results	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

33. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Improve learning skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop good work habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-confidence, self-esteem - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school, learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings, attitudes that affect school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

34. (Continued)

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Learn what the law requires, what society expects - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Gain acceptance, respect of teachers, classmates - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

34. (Continued)

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Resolve interpersonal conflicts - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of world of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school programs, activities relate to work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, values, achievements - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of the local community - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

35. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school teachers** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Maintain positive attitude toward work, students- Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

35. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Deal with specific problems in discip-line, classroom management - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

35. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Collect accurate student information to promote student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

36. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents** of **elementary school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establich effective communication with the school staff concerning their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

36. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain access to their child's student record and standardized test results - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

36. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Inform the school of the values which they would like their child to develop - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Parent Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance objectives is being achieved by your child in his/her school

	To a small extent				To a great extent
a) Your child understands his/her own strengths and weaknesses.	1	2	3	4	5
b) Your child knows how to raise his/her own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c) Your child has practised skills he/she can use to develop effective relationships with other students and adults in and out of school.	1	2	3	4	5
d) Your child has practised decision making and problem solving skills he/she can use.	1	2	3	4	5
e) Your child has learned effective strategies and study skills he/she can use to improve his/her achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling objectives is being achieved by your child in his/her school

	To a small extent				To a great extent
a) Your child knows when and how to obtain counselling assistance.	1	2	3	4	5
b) Your child receives effective assistance in resolving personal problems.	1	2	3	4	5
c) Your child knows how to effectively define and resolve his/her own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

		Ineffective				Effective
3.	Rate the overall effectiveness of guidance and counselling services in your child's school.	1	2	3	4	5

4. Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

		To a small extent				To a great extent
5.	To what extent are school guidance and counselling services available to your child?	1	2	3	4	5
6.	To what extent are your child's needs for guidance and counselling services being met in your school?	1	2	3	4	5
7.	To what extent are learning experiences provided in a caring environment in your child's school?	1	2	3	4	5

8. What are the strengths of guidance and counselling services in your child's school?

_____

_____

_____

9. How could the guidance and counselling services in your child's school be improved.

_____

_____

_____

10. Rate the extent to which each of the following guidance and counselling services for **parents** of **elementary school students** are/should be implemented and the effectiveness of each service which is implemented in your child's school.

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Deal with their child's learning difficulties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal effectively with children who have personal/social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain current information on learning opportunities provided at the school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify community agencies which can provide assistance in addition to what the school provides	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish effective communication with the school staff concerning their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain access to their child's student record and standardized test results	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

1C. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Review of Guidance and Counselling Services

Principal Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

		To a small extent				To a great extent
a)	When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b)	Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c)	Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e)	Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

		To a small extent				To a great extent
a)	guidance outcomes	1	2	3	4	5
b)	counselling outcomes	1	2	3	4	5
c)	career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

6. To what extent do guidance and counselling services in your school conform to Alberta Education requirements? 1 2 3 4 5

		Inade-quate				Ade-quate
7.	Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

		Ineffective				Effective
8.	Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

9. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in your school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)_____

_____

	To a small extent				To a great extent
10. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
11. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
12. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

13. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

	To a small extent				To a great extent
14. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
15. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

	Very dissatis-fied				Very Satis-fied
16. Indicate your overall level of satisfaction with the junior high school Guidance program (grade 7, 8 Health and grade 9 Guidance).	1	2	3	4	5

17. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

		Inadequate				Adequate
18. a)	To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

		Very dissatisfied				Very Satisfied
19.	Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

20. How effective are District Guidance and Counselling Services in terms of providing leadership in

		Not Effective				Very Effective
a)	Giving "leading edge" advice.	1	2	3	4	5
b)	Recommending effective practices.	1	2	3	4	5
c)	Identifying and promulgating effective practices.	1	2	3	4	5

21. To what extent are career development services:

		To a small extent				To a great extent
a)	Available to all students in your school.	1	2	3	4	5
b)	An integral component of regular school programs and services.	1	2	3	4	5

22.	To what extent are students needs for career development services being met?	1	2	3	4	5

		Not effective				Very effective
23.	How effective is the Conflict Management Program?	1	2	3	4	5

24. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

25. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

_____

_____

_____

_____

_____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 25.a) above.	1	2	3	4	5

26. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

27. How can the guidance and counselling services in your school be improved.

_____

_____

_____

28. Rate the extent to which each of the following guidance and counselling services for **junior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Improve learning skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop effective study habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop personal characteristics and attitudes necessary to get and hold a job	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Plan their education programs related to their interests, abilities, and career goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about use and abuse of alcohol and drugs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

28. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work, respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Understand how school relates to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about continuing educational opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn job searching skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, abilities, and achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Keep informed about career opportunities in Alberta	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Declare their individual and human rights when these are clearly abused	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Select and enter an educational program at a post-secondary institution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. Rate the extent to which each of the following guidance and counselling services for **junior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented: Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented: Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented: Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Maintain positive attitude toward work, students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand individual students, their developmental needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify specific conditions that affect student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Evaluate student progress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Provide activities to meet student needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assess educational needs of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand special characteristics of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with specific problems in discipline, classroom management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

29. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Place students in programs suited to their needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish positive relationships with parents	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop rules, appeal procedures which are fair to students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand and cope with student interests, abilities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Integrate handicapped and minority students into mainstream	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Promote personal, social adjustment of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Collect accurate student information to promote student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Instruct students in study skills and values related to subjects they teach	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

29. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Arrange and conduct productive parent conferences	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify social, cultural, economic factors which influence student behavior	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Explain the career implications of the subjects they teach	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

30. Rate the extent to which each of the following guidance and counselling services for **parents of junior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Deal with their child's learning difficulties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

30. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

30. Continued

Guidance and Counselling Services For Parents Of Junior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Obtain the school's help and support in providing personal guidance to their children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain opportunities to discuss child development, problems with school staff	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Inform the school of the values which they would like their child to develop	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Discuss long term educational and career plans of their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

31. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **junior high school students, junior high school teachers and <u>parents</u> of junior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Junior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Junior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
<u>Parents</u> of junior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Counsellor Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
c) career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

6. To what extent do guidance and counselling services in your school conform to Alberta Education requirements? 1 2 3 4 5

	Inade-quate				Ade-quate
7. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

8. Rate the overall effectiveness of guidance and counselling services in your school.	Ineffective 1	2	3	4	Effective 5
9. To what extent are guidance and counselling services accessible to all students in your school?	To a small extent 1	2	3	4	To a great extent 5
10. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

11. To what extent are learning experiences provided in a caring environment in your school?	To a small extent 1	2	3	4	To a great extent 5
12. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5
13. Indicate your overall level of satisfaction with the junior high school Guidance program (grade 7, 8 Health and Grade 9 Guidance).	Very dissatisfied 1	2	3	4	Very Satisfied 5

14. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5

		To a small extent				To a great extent
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counseling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

15. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5

		Not At All Involved				Very Much Involved
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

16. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

		Inade-quate				Ade-quate
17. a)	To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist your to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

	Very dissatis-fied				Very Satis-fied
18. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

19. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effec-tive				Very Effec-tive
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

20. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5

21. To what extent are students needs for career development services being met in your school?	1	2	3	4	5
22. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school?	1	2	3	4	5
23. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5

	To a small extent				To a great extent
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

24. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

25. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

	Not effective				Very effective
26. How effective is the Conflict Management Program?	1	2	3	4	5

27. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

_____

_____

_____

_____

_____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 27.a) above.	1	2	3	4	5

28. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

29. How can the guidance and counselling services in your school be improved.

_____

_____

_____

30. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Improve learning skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about use and abuse of alcohol and drugs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Learn what the law requires, what society expects	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Gain acceptance and respect of teachers, classmates	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Keep informed about career opportunities in Alberta	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Select and enter an educational program at a post-secondary institution	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
change their school program and career goals in light of new information and changed circumstances	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Maintain positive attitude toward work, students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Evaluate student progress	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Promote personal, social adjustment of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

32. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of junior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain access to their child's student record and standardized test results	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

32. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain assistance from school staff to help their child with school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inform the school of the values which they would like their child to develop	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Teacher Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
c) career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

	Inade-quate				Ade-quate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Inef-fective				Effec-tive
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
8. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
9. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5

	To a small extent				To a great extent
10. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
11. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

	Very dissatis-fied				Very Satis-fied
12. Indicate your overall level of satisfaction with the junior high school (grade 7, 8 Health and grade 9 Guidance) Guidance program.	1	2	3	4	5

13. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career informatin.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5

		To a small extent				To a great extent
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

14. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

15. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	Inade-quate				Ade-quate
16. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

	Very dissatis-fied				Very Satis-fied
17. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

18. How effective are District Guidance and Counselling Services in terms of providing leadership in

		Not Effective				Very Effective
a)	Giving "leading edge" advice.	1	2	3	4	5
b)	Recommending effective practices.	1	2	3	4	5
c)	Identifying and promulgating effective practices.	1	2	3	4	5

19. To what extent are career development services:

		To a small extent				To a great extent
a)	Available to all students in your school.	1	2	3	4	5
b)	An integral component of regular school programs and services.	1	2	3	4	5

20. To what extent are students needs for career development services being met? 1 2 3 4 5

21. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs? 1 2 3 4 5

b) To what extent are students in your school making informed choices with respect to options, courses, and programs? 1 2 3 4 5

c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)? 1 2 3 4 5

22. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

23. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

	Not effective				Very effective
24. How effective is the Conflict Management Program?	1	2	3	4	5

25. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

26. How can the guidance and counselling services in your school be improved.

_____

_____

_____

27. Rate the extent to which each of the following guidance and counselling services for **junior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Maintain positive attitude toward work, students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand individual students, their developmental needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify specific conditions that affect student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Evaluate student progress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Provide activities to meet student needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assess educational needs of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand special characteristics of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

27. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Deal with specific problems in discipline, classroom management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Place students in programs suited to their needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish positive relationships with parents	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop rules, appeal procedures which are fair to students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand and cope with student interests, abilities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Integrate handicapped and minority students into mainstream	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Promote personal, social adjustment of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Collect accurate student information to promote student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

27. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **junior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Junior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 5, 1985

Review of Guidance and Counselling Services

Consultant School Visit Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

		To a small extent				To a great extent
a)	When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b)	Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c)	Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Students understand their personal capabilities, strengths and limitations.	1	2	3	4	5
e)	Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in this school?

		To a small extent				To a great extent
a)	Guidance outcomes.	1	2	3	4	5
b)	Counselling outcomes.	1	2	3	4	5
c)	Career development outcomes.	1	2	3	4	5

		Ineffective				Effective
5.	How effective are the strategies used to achieve the intended results of guidance and counselling services in this school?	1	2	3	4	5

		To a small extent				To a great extent
6.	To what extent are guidance and counselling services in this school consistent with the District's expectations for student learning and development?	1	2	3	4	5
7.	To what extent do guidance and counselling services in this school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
8. Rate the adequacy of resources allocated to guidance and counselling services in this school.	1	2	3	4	5

	Ineffective				Effective
9. Rate the overall effectiveness of guidance and counselling services in this school.	1	2	3	4	5

10. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in this school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)_____

_____

11. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff in this school should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5

		To a small extent				To a great extent
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

12. To what extent are guidance and counselling services accessible to all students in this school? 1 2 3 4 5

13. To what extent are students' needs for guidance and counselling services being met in this school? 1 2 3 4 5

14. To what extent are learning experiences provided in a caring environment in this school? 1 2 3 4 5

15. To what extent are guidance and counselling services in this school an integral component of regular school programs and services? 1 2 3 4 5

16. To what extent are career development services:

		To a small extent				To a great extent
a)	Available to all students in this school.	1	2	3	4	5
b)	An integral component of regular school programs and services in this school.	1	2	3	4	5

17. To what extent are students needs for career development services being met in this school? 1 2 3 4 5

18. To what extent are school staff in this school aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

		To a small extent				To a great extent
19. a)	To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

	To a small extent				To a great extent
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

20. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

	Not effective				Very effective
21. How effective is the Conflict Management Program in this school?	1	2	3	4	5

22. a) What services are provided by Bureau Services in this school?

_____

_____

_____

b) What services should be provided by Bureau Services in this school?

_____

_____

_____

23. a) What services are provided by CAPE in this school?

_____

_____

_____

b) What services should be provided by CAPE in this school?

_____

_____

_____

24. a) What is the role of teachers in facilitating the achievement of guidance and counselling outcomes in this school?

_____

_____

_____

b) How are these responsibilities identified and made known to teachers?

_____

_____

_____

25. a) What assistance is being provided to increase classromm teachers' ability to identify and respond sensitively to students in this school?

_____

_____

_____

b) What assistance is needed to increase classroom teachers' ability to identify and respond sensitively to students in this school?

_____

_____

_____

26. a) Indicate the extent to which guidance and counselling staff in this school need assistance to develop their skills, abilities, and knowledge in the following areas:

	To a small extent				To a great extent
i. career counselling	1	2	3	4	5
ii. individual/personal counselling	1	2	3	4	5
iii. psychological test administration and interpretation	1	2	3	4	5
iv. group counselling	1	2	3	4	5
v. other guidance and counselling services	1	2	3	4	5

b) Indicate the extent to which the skills, abilities, and knowledge of guidance and counselling staff are appropriate for the responsibilities assigned. 1 2 3 4 5

		Inade-quate				Ade-quate
27. a)	To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist this school's staff to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed in this school?

1) at the District level _____

_____

2) at the school level _____

_____

28. a) What procedures and support mechanisms exist to assist school staff to deal with students who have problems.

_____

_____

_____

b) What procedures and support mechanisms are needed to assit school staff to deal with students who have problems?

_____

_____

_____

29. What guidance and counselling crisis intervention procedures are used in this school?

_____

_____

_____

		To a small extent				To a great extent
30.	To what extent are services provided by CAPE and Bureau Services integrated with guidance and counselling services in this school?	1	2	3	4	5
31.	To what extent are there waiting lists for students to receive guidance and counselling services in this school?	1	2	3	4	5

32. What are the strengths of guidance and counselling services in this school.

_____

_____

_____

33. How can the guidance and counselling services in this school could be improved.

_____

_____

_____

34. Rate the extent to which each of the following guidance and counselling services for **junior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Improve learning skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop effective study habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop personal characteristics and attitudes necessary to get and hold a job	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Plan their education programs related to their interests, abilities, and career goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about use and abuse of alcohol and drugs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

34. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work, respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Understand how school relates to work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about continuing educational opportunities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn job searching skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Realistically assess their interests, abilities, and achievements	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Keep informed about career opportunities in Alberta	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Help to meet people, get along, build friendships	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand themselves and deal with their developmental concerns	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Declare their individual and human rights when these are clearly abused	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Select and enter an educational program at a post-secondary institution	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

34. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. Rate the extent to which each of the following guidance and counselling services for **junior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Maintain positive attitude toward work, students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand individual students, their developmental needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify specific conditions that affect student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Evaluate student progress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Provide activities to meet student needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assess educational needs of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand special characteristics of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with specific problems in discipline, classroom management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

35. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. Rate the extent to which each of the following guidance and counselling services for **parents of junior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Deal with their child's learning difficulties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal effectively with children who have personal/social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain current information on learning opportunities provided at the school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify community agencies which can provide assistance in addition to what the school provides	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish effective communication with the school staff concerning their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain access to their child's student record and standardized test results	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

36. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

37. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Improve learning skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about use and abuse of alcohol and drugs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Learn to make decisions to achieve goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Gain acceptance and respect of teachers, classmates - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Keep informed about career opportunities in Alberta - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Understand themselves and deal with their developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Select and enter an educational program at a post-secondary institution - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
change their school program and career goals in light of new information and changed circumstances - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school teachers** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Maintain positive attitude toward work, students- Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Understand individual students, their developmental needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Place students in programs suited to their needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Instruct students in study skills, and values related to subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of junior high school students** in this school (obtain this infromatin from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain access to their child's student record and standardized test results - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Inform the school of the values which they would like their child to develop - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Parent Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance objectives is being achieved by your child in his/her school

	To a small extent				To a great extent
a) Your child understands his/her own strengths and weaknesses.	1	2	3	4	5
b) Your child knows how to raise his/her own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c) Your child has practised skills he/she can use to develop effective relationships with other students and adults in and out of school.	1	2	3	4	5
d) Your child has practised decision making and problem solving skills he/she can use.	1	2	3	4	5
e) Your child has learned effective strategies and study skills he/she can use to improve his/her achievement.	1	2	3	4	5
f) Your child has become knowledgeable about careers and has practised strategies he/she can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling objectives is being achieved by your child in his/her school

	To a small extent				To a great extent
a) Your child knows when and how to obtain counselling assistance.	1	2	3	4	5
b) Your child receives effective assistance in resolving personal problems.	1	2	3	4	5
c) Your child knows how to effectively define and resolve his/her own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development objectives is being achieved by your child in his/her school

	To a small extent				To a great extent
a) When your child graduates from school he/she will be able to make some decisions about the kind of career he/she would like to pursue.	1	2	3	4	5
b) Your child knows what steps he/she needs to take after completing school to progress toward his/her chosen career.	1	2	3	4	5
c) Your child is aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Your child understands his/her personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Your child demonstrates competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

	Ineffective				Effective
4. Rate the overall effectiveness of guidance and counselling services in your child's school.	1	2	3	4	5

5. Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	To a small extent				To a great extent
6. To what extent are school guidance and counselling services accessible to your child?	1	2	3	4	5
7. To what extent are your child's needs for guidance and counselling services being met in your school?	1	2	3	4	5
8. To what extent are learning experiences provided in a caring environment in your child's school?	1	2	3	4	5
9. To what extent are career development services available to your child.	1	2	3	4	5

	Very dissatis-fied				Very Satis-fied
10. Indicate your overall level of satisfaction with the junior high school Guidance program (grade 7, 8 Health and grade 9 Guidance).	1	2	3	4	5
11. Indicate your overall level of satisfaction with the career development services provided by the school to your child.	1	2	3	4	5

	To a small extent				To a great extent
12. a) To what extent is your child making informed choices with respect to options, courses, and programs?	1	2	3	4	5
b) To what extent is your child knowledgeable about the implications of his/her choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5
13. a) To what extent are you informed by the school about options, courses and programs for your child?	1	2	3	4	5
b) To what extent are you involved in selecting options, courses, and programs for your child?	1	2	3	4	5
14. a) To what extent is your child adequately prepared to make choices in selecting options, courses and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs for your child?

_____

_____

_____

15. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

16. How could the guidance and counselling services in your school be improved.

_____

_____

_____

17. Rate the extent to which each of the following guidance and counselling services for **parents** of **junior high school students** are/should be implemented and the effectiveness of each service which is implemented in your child's school.

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

17. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

November 5, 1985

Review of Guidance and Counselling Services

Student Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which you

		To a small extent				To a great extent
a)	understand your own capabilities, strengths and weaknesses.	1	2	3	4	5
b)	know how to raise your own self-esteem, and develop a confident and optimistic view of yourself.	1	2	3	4	5
c)	have practised skills you can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	have practised decision making and problem solving skills you can apply to your own situations.	1	2	3	4	5
e)	have learned effective strategies and study skills you can use to improve your achievement.	1	2	3	4	5
f)	have become knowledgeable about careers and have practised strategies you can use to choose careers.	1	2	3	4	5
g)	know when and how to obtain counselling assistance.	1	2	3	4	5
h)	receive effective assistance in resolving personal problems.	1	2	3	4	5
i)	know how to effectively define and resolve your own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5
j)	will have made some decisions about the kind of career you would like to pursue by the time you graduate from high school.	1	2	3	4	5
k)	know what steps you need to take after completing school to progress toward your chosen career.	1	2	3	4	5
l)	are aware of the skills needed to achieve career choices.	1	2	3	4	5
m)	demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

2. a) Who would you most likely talk with about your own problems? (Circle three only)

Friends	Mother	Father
Sister	Brother	Counsellor
Cousin	Grandparent	Teacher
Clergyman	Aunt, Uncle	Principal
Social Worker	Other (Specify)_____	

b) Why would you go to these persons for help rather than others?

_____

_____

_____

3. Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	To a small extent				To a great extent
4. To what extent are guidance and counselling services accessible to you?	1	2	3	4	5
5. To what extent are your needs for guidance and counselling services being met?	1	2	3	4	5
6. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
7. a) To what extent are you informed about options, courses, and programs offered by the school?	1	2	3	4	5
b) To what extent are you involved in selecting options, courses, and program offered by the school?	1	2	3	4	5
8. a) To what extent are you adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs?

_____

_____

_____

9. Have you used the following guidance and counselling services in the past year?

		Yes	No
1)	personal counselling	_____	_____
2)	course and program selection	_____	_____
3)	career counselling	_____	_____
4)	provision of post-secondary education information	_____	_____
5)	Other (specify) _____	_____	_____

10. How long did you have to wait for the following guidance and counselling services which you used in the past year? Answer only for the services you used.

		Less Than 2 Weeks	2-3 Weeks	4-5 Weeks	More Than 5 Weeks
1)	personal counselling	_____	_____	_____	_____
2)	course and program selection	_____	_____	_____	_____
3)	career counselling	_____	_____	_____	_____
4)	provision of post-secondary education information	_____	_____	_____	_____
5)	other (specify) _____	_____	_____	_____	_____

11. Indicate your overall level of satisfaction with the guidance and counselling services you have used in the past year. Answer only for the services you used.

		Very dissatisfied				Very Satisfied
1)	personal counselling	1	2	3	4	5
2)	course and program selection	1	2	3	4	5
3)	career counselling	1	2	3	4	5
4)	provision of post-secondary education information	1	2	3	4	5
5)	Other (specify) _____	1	2	3	4	5

12. If you are dissatisfied with any of the guidance and counselling services, state the reasons for your dissatisfaction. Answer only for the services you used.

_____

_____

_____

_____

13. How can the guidance and counselling services in your school be improved?

_____

_____

_____

14. What additional guidance and counselling services would you like offered in the school?

_____

_____

_____

15. What do you like best about the guidance and counselling services in your school?

_____

_____

_____

	Very dissatis-fied				Very Satis-fied
16. Indicate your overall level of satisfaction with the junior high school guidance program (grade 7 and 8 health, grade 9 guidance).	1	2	3	4	5

November 14, 1985

Review of Guidance and Counselling Services

Principal Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
c) career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

6. To what extent do guidance and counselling services in your school conform to Alberta Education requirements? 1 2 3 4 5

	Inade-quate				Ade-quate
7. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Inef-fective				Effec-tive
8. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

9. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in your school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)_____

_____

	To a small extent				To a great extent
10. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
11. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
12. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

13. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

	To a small extent				To a great extent
14. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
15. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5
16. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school?	1	2	3	4	5
	Very dissatis-fied				**Very Satis-fied**
17. Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5

18. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	Inadequate				Adequate
19. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

	Very dissatisfied				Very Satisfied
20. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

21. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

22. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5

23. To what extent are students needs for career development services being met?	1	2	3	4	5

24. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES To A Small Extent				To A Great Extent	MAKING USE OF RESOURCES To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

25. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

_____

_____

_____

_____

_____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 25.a) above.	1	2	3	4	5

26. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

27. How can the guidance and counselling services in your school be improved.

_____

_____

_____

28. Rate the extent to which each of the following guidance and counselling services for **senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Improve learning skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop effective study habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop personal characteristics and attitudes necessary to get and hold a job	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Plan their education programs related to their interests, abilities, and career goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about use and abuse of alcohol and drugs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

28. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Adjust to new school situations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop self-esteem, self-confidence	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn to make decisions to achieve goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with negative feelings and attitudes which affect school work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn what the law requires, what society expects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop understanding of individuals and groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop a positive attitude toward work; respect for dignity of work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop realistic career goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop positive attitude to school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Gain acceptance and respect of teachers, classmates	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

28. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Understand how school relates to work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about continuing educational opportunities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn job searching skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Realistically assess their interests, abilities, and achievements	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Keep informed about career opportunities in Alberta	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Help to meet people, get along, build friendships	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand themselves and deal with their developmental concerns	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Declare their individual and human rights when these are clearly abused	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Select and enter an educational program at a post-secondary institution	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

28. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. Rate the extent to which each of the following guidance and counselling services for **senior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Maintain positive attitude toward work, students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand individual students, their developmental needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify specific conditions that affect student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Evaluate student progress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Provide activities to meet student needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assess educational needs of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand special characteristics of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with specific problems in discipline, classroom management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

29. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

30. Rate the extent to which each of the following guidance and counselling services for **parents of senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Deal with their child's learning difficulties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal effectively with children who have personal/social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain current information on learning opportunities provided at the school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify community agencies which can provide assistance in addition to what the school provides	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish effective communication with the school staff concerning their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain access to their child's student record and standardized test results	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

30. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

31. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **senior high school students, senior high school teachers and <u>parents</u> of senior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
<u>Parents</u> of senior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Counsellor Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
c) career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

6. To what extent do guidance and counselling services in your school conform to Alberta Education requirements? 1 2 3 4 5

	Inade-quate				Ade-quate
7. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Inef-fective				Effec-tive
8. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
9. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
10. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
11. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
12. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

13. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5

		To a small extent				To a great extent
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

14. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

15. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	Inadequate				Adequate
16. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

	Very dissatisfied				Very Satisfied
17. Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5
18. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

19. How effective are District Guidance and Counselling Services in terms of providing leadership in

		Not Effective				Very Effective
a)	Giving "leading edge" advice.	1	2	3	4	5
b)	Recommending effective practices.	1	2	3	4	5
c)	Identifying and promulgating effective practices.	1	2	3	4	5

20. To what extent are career development services:

		To a small extent				To a great extent
a)	Available to all students in your school.	1	2	3	4	5
b)	An integral component of regular school programs and services.	1	2	3	4	5

21. To what extent are students needs for career development services being met in your school? 1 2 3 4 5

22. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school? 1 2 3 4 5

23. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs? 1 2 3 4 5

    b) To what extent are students in your school making informed choices with respect to options, courses, and programs? 1 2 3 4 5

    c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)? 1 2 3 4 5

24. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

25. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

26. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

_____

_____

_____

_____

_____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 26.a) above.	1	2	3	4	5

27. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

28. How can the guidance and counselling services in your school be improved.

_____

_____

_____

29. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Improve learning skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

29. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Learn about use and abuse of alcohol and drugs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

29. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Gain acceptance and respect of teachers, classmates	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Keep informed about career opportunities in Alberta	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

29. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Select and enter an educational program at a post-secondary institution	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
change their school program and career goals in light of new information and changed circumstances	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Maintain positive attitude toward work, students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Establish positive relationships with parents	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Identify social, cultural, economic factors which influence student behavior	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

32. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of senior high school students.** Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain current information on learning opportunities provided at the school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain access to their child's student record and standardized test results	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain opportunities to discuss child development, problems with school staff	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inform the school of the values which they would like their child to develop	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Teacher Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
c) career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development? 1 2 3 4 5

	Inade-quate				Ade-quate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Inef-fective				Effec-tive
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
8. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5

9. To what extent are students' needs for guidance and counselling services being met? 1 2 3 4 5

	To a small extent				To a great extent
10. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
11. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

12. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

	To a small extent				To a great extent
a) Assisting in proper program placement of students.	1	2	3	4	5
b) Assisting students with course and program selection decisions.	1	2	3	4	5
c) Dealing with lates, attendance, and truancy.	1	2	3	4	5
d) Assisting potential drop-out students.	1	2	3	4	5
e) Assisting students to develop social skills.	1	2	3	4	5
f) Assisting with student promotion decisions.	1	2	3	4	5
g) Checking graduation requirements.	1	2	3	4	5
h) Adjusting student timetables.	1	2	3	4	5
i) Providing post-secondary education information.	1	2	3	4	5
j) Providing career information.	1	2	3	4	5
k) Helping students with low grades.	1	2	3	4	5
l) Helping resolve student-teacher conflicts.	1	2	3	4	5
m) Helping students with learning problems.	1	2	3	4	5
n) Helping students with behavior problems.	1	2	3	4	5
o) Providing group counselling.	1	2	3	4	5
p) Giving ability, achievement and other psychological tests.	1	2	3	4	5
q) Teaching study skills.	1	2	3	4	5
r) Referrals of students to community agencies.	1	2	3	4	5
s) Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t) Teaching guidance class.	1	2	3	4	5
u) Providing individual counselling.	1	2	3	4	5
v) Providing school-related information to parents.	1	2	3	4	5

		To a small extent				To a great extent
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

13. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

14. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	_____	_____	_____	_____	_____	_____
Individual/Personal Counselling	_____	_____	_____	_____	_____	_____
Psychological Test Administration & Interpretation	_____	_____	_____	_____	_____	_____
Group Counselling	_____	_____	_____	_____	_____	_____

b) Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	Inade-quate				Ade-quate
15. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level_____

_____

2) at the school level_____

_____

	Very dissatis-fied				Very Satis-fied
16. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

17. How effective are District Guidance and Counselling Services in terms of providing leadership in

		Not Effective				Very Effective
a)	Giving "leading edge" advice.	1	2	3	4	5
b)	Recommending effective practices.	1	2	3	4	5
c)	Identifying and promulgating effective practices.	1	2	3	4	5

18. To what extent are career development services:

		To a small extent				To a great extent
a)	Available to all students in your school.	1	2	3	4	5
b)	An integral component of regular school programs and services.	1	2	3	4	5

19. To what extent are students needs for career development services being met? 1 2 3 4 5

20. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school? 1 2 3 4 5

		Very dissatis-fied				Very Satis-fied
21.	Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5

		To a small extent				To a great extent
22. a)	To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b)	To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c)	To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

23. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

24. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

25. What are the strengths of guidance and counselling services in your school.

_____

_____

_____

26. How can the guidance and counselling services in your school be improved.

_____

_____

_____

27. Rate the extent to which each of the following guidance and counselling services for **senior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Maintain positive attitude toward work, students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand individual students, their developmental needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify specific conditions that affect student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Evaluate student progress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Provide activities to meet student needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assess educational needs of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand special characteristics of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with specific problems in discipline, classroom management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

27. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Teachers To:			
Place students in programs suited to their needs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish positive relationships with parents	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop rules, appeal procedures which are fair to students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand and cope with student interests, abilities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Integrate handicapped and minority students into mainstream	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Promote personal, social adjustment of students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Collect accurate student information to promote student learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Instruct students in study skills and values related to subjects they teach	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

27. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **senior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Review of Guidance and Counselling Services

Student Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which you

		To a small extent				To a great extent
a)	understand your own capabilities, strengths and weaknesses.	1	2	3	4	5
b)	know how to raise your own self-esteem, and develop a confident and optimistic view of yourself.	1	2	3	4	5
c)	have practised skills you can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	have practised decision making and problem solving skills you can apply to your own situations.	1	2	3	4	5
e)	have learned effective strategies and study skills you can use to improve your achievement.	1	2	3	4	5
f)	have become knowledgeable about careers and have practised strategies you can use to choose careers.	1	2	3	4	5
g)	know when and how to obtain counselling assistance.	1	2	3	4	5
h)	receive effective assistance in resolving personal problems.	1	2	3	4	5
i)	know how to effectively define and resolve your own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5
j)	will have made some decisions about the kind of career you would like to pursue by the time you graduate from high school.	1	2	3	4	5
k)	know what steps you need to take after completing school to progress toward your chosen career.	1	2	3	4	5

	To a small extent				To a great extent
l) are aware of the skills needed to achieve career choices.	1	2	3	4	5
m) demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

	Ineffective				Effective
2. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

3. a) Who would you most likely talk with about your own personal problems? (Circle three only)

Friends	Mother
Sister	Father
Brother	Counsellor
Cousin	Grandparent
Teacher	Clergyman
Aunt, Uncle	Principal
Social Worker	Other (Specify)_____

b) Why would you prefer to go to these persons for help rather than others?

_____

_____

_____

4. Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	Very dissatisfied				Very Satisfied
5. Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5

		Very dissatis-fied				Very Satis-fied
6.	Indicate your level of satisfaction with the career development services provided to you by the school.	1	2	3	4	5
		To a small extent				To a great extent
7.	To what extent are guidance and counselling services available to you?	1	2	3	4	5
8.	To what extent are your needs for guidance and counselling services being met?	1	2	3	4	5
9.	To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
10.	To what extent are career development services available to you.	1	2	3	4	5
11. a)	To what extent are you informed about options, courses, and programs offered by the school?	1	2	3	4	5
b)	To what extent are you involved in selecting options, courses, and program offered by the school?	1	2	3	4	5
12. a)	To what extent are you adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs?

_____

_____

_____

13. a) Have you used the following guidance and counselling services in the past year?

	Yes	No
1) personal counselling	_____	_____
2) course and program selection	_____	_____
3) career counselling	_____	_____
4) provision of post-secondary education information	_____	_____
5) Other (specify) _____	_____	_____

b) How long did you have to wait for the following guidance and counselling services which you used in the past year? Answer only for the services you used.

	Less Than 2 Weeks	2-3 Weeks	4-5 Weeks	More Than 5 Weeks
1) personal counselling	____	____	____	____
2) course and program selection	____	____	____	____
3) career counselling	____	____	____	____
4) provision of post-secondary education information	____	____	____	____
5) other (specify) _____	____	____	____	____

c) Indicate your overall level of satisfaction with the guidance and counselling services you have used in the past year. Answer only for the services you used.

	Very dissatis-fied				Very Satis-fied
1) personal counselling	1	2	3	4	5
2) course and program selection	1	2	3	4	5
3) career counselling	1	2	3	4	5
4) provision of post-secondary education information	1	2	3	4	5
5) Other (specify) _____	1	2	3	4	5

d) If you are dissatisfied with any of the guidance and counselling services, state the reasons for your dissatisfaction. Answer only for the services you used.

_____

_____

_____

_____

_____

e) How can the guidance and counselling services in your school be improved?

_____

_____

_____

f) What additional guidance and counselling services would you like offered in the school?

_____

_____

_____

g) What do you like best about the guidance and counselling services in your school?

_____

_____

_____

14. Rate the extent to which each of the following guidance and counselling services for **senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Improve learning skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop effective study habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop personal characteristics and attitudes necessary to get and hold a job	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Plan their education programs related to their interests, abilities, and career goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about use and abuse of alcohol and drugs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

14. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work; respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

14. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Understand how school relates to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about continuing educational opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn job searching skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, abilities, and achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Keep informed about career opportunities in Alberta	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Declare their individual and human rights when these are clearly abused	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Select and enter an educational program at a post-secondary institution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

14. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

November 5, 1985

Review of Guidance and Counselling Services

Consultant School Visit Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students understand their own strengths and limitations.	1	2	3	4	5
b) Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c) Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d) Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e) Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f) Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students know when and how to obtain counselling assistance.	1	2	3	4	5
b) Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c) Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in this school?

	To a small extent				To a great extent
a) Guidance outcomes.	1	2	3	4	5
b) Counselling outcomes.	1	2	3	4	5
c) Career development outcomes.	1	2	3	4	5

	Ineffective				Effective
5. How effective are the strategies used to achieve the intended results of guidance and counselling services in this school?	1	2	3	4	5

	To a small extent				To a great extent
6. To what extent are guidance and counselling services in this school consistent with the District's expectations for student learning and development?	1	2	3	4	5

7. To what extent do guidance and counselling services in this school conform to Alberta Education requirements?	To a small extent 1	2	3	4	To a great extent 5
8. Rate the adequacy of resources allocated to guidance and counselling services in this school.	Inadequate 1	2	3	4	Adequate 5
9. Rate the overall effectiveness of guidance and counselling services in this school.	Ineffective 1	2	3	4	Effective 5

10. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in this school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)_____

_____

11. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff in this school should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

	To a small extent				To a great extent
12. To what extent are guidance and counselling services accessible to all students in this school?	1	2	3	4	5
13. To what extent are students' needs for guidance and counselling services being met in this school?	1	2	3	4	5
14. To what extent are learning experiences provided in a caring environment in this school?	1	2	3	4	5
15. To what extent are guidance and counselling services in this school an integral component of regular school programs and services?	1	2	3	4	5
16. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in the school?	1	2	3	4	5
17. To what extent are career development services:					
a) Available to all students in this school.	1	2	3	4	5
b) An integral component of regular school programs and services in this school.	1	2	3	4	5
18. To what extent are students needs for career development services being met in this school?	1	2	3	4	5
19. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

20. How does the school assist students to make choices in selecting options, courses, and programs?

_____

_____

_____

21. To what extent are school staff in this school aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

22. a) What services are provided by Bureau Services in this school?

_____

_____

_____

b) What services should be provided by Bureau Services in this school?

_____

_____

_____

23. a) What services are provided by CAPE in this school?

_____

_____

_____

b) What services should be provided by CAPE in this school?

_____

_____

_____

24. a) What is the role of teachers in facilitating the achievement of guidance and counselling outcomes in this school?

_____

_____

_____

b) How are these responsibilities identified and made known to teachers?

_____

_____

_____

25. a) What assistance is being provided to increase classromm teachers' ability to identify and respond sensitively to students in this school?

_____

_____

_____

b) What assistance is needed to increase classroom teachers' ability to identify and respond sensitively to students in this school?

_____

_____

_____

26. a) Indicate the extent to which guidance and counselling staff in this school need assistance to develop their skills, abilities, and knowledge in the following areas:

	To a small extent				To a great extent
i. career counselling	1	2	3	4	5
ii. individual/personal counselling	1	2	3	4	5
iii. psychological test administration and interpretation	1	2	3	4	5
iv. group counselling	1	2	3	4	5
v. other guidance and counselling services	1	2	3	4	5

b) Indicate the extent to which the skills, abilities, and knowledge of guidance and counselling staff are appropriate for the responsibilities assigned. 1 2 3 4 5

Inade-quate — Ade-quate

27. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist this school's staff to advise students? 1 2 3 4 5

b) What additional guidance and counselling support mechanisms are needed in this school?

1) at the District level _____

_____

2) at the school level _____

_____

28. a) What procedures and support mechanisms exist to assist school staff to deal with students who have problems.

_____

_____

_____

b) What procedures and support mechanisms are needed to assist school staff to deal with students who have problems?

_____

_____

_____

29. What guidance and counselling crisis intervention procedures are used in this school?

_____

_____

_____

To a small extent — To a great extent

30. To what extent are services provided by CAPE and Bureau Services integrated with guidance and counselling services in this school? 1 2 3 4 5

31. To what extent are there waiting lists for students to receive guidance and counselling services in this school? 1 2 3 4 5

32. What are the strengths of guidance and counselling services in this school.

_____

_____

_____

33. How can the guidance and counselling services in this school be improved.

_____

_____

_____

34. Rate the extent to which each of the following guidance and counselling services for **senior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Improve learning skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop effective study habits	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop personal characteristics and attitudes necessary to get and hold a job	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Plan their education programs related to their interests, abilities, and career goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about use and abuse of alcohol and drugs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

34. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Adjust to new school situations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop self-esteem, self-confidence	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn to make decisions to achieve goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Deal with negative feelings and attitudes which affect school work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn what the law requires, what society expects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop understanding of individuals and groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop a positive attitude toward work; respect for dignity of work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop realistic career goals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Develop positive attitude to school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Gain acceptance and respect of teachers, classmates	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

34. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Students To:			
Understand how school relates to work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn about continuing educational opportunities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learn job searching skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Realistically assess their interests, abilities, and achievements	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Keep informed about career opportunities in Alberta	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Help to meet people, get along, build friendships	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Understand themselves and deal with their developmental concerns	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Declare their individual and human rights when these are clearly abused	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Select and enter an educational program at a post-secondary institution	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

34. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. Rate the extent to which each of the following guidance and counselling services for **senior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. Rate the extent to which each of the following guidance and counselling services for **parents of senior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. (Continued)

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented Not At All 1 2 3 4 5 To A Great Extent	Extent To Which The Service Should Be Implemented Not At All 1 2 3 4 5 To A Great Extent	Effectiveness Of The Service, If Implemented Ineffective 1 2 3 4 5 Effective
Assist Parents To:			
Deal effectively with children who have personal/social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain current information on learning opportunities provided at the school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Identify community agencies which can provide assistance in addition to what the school provides	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Establish effective communication with the school staff concerning their child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain access to their child's student record and standardized test results	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Obtain assistance from school staff to help their child with school work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

36. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

37. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Improve learning skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about use and abuse of alcohol and drugs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Learn to make decisions to achieve goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Gain acceptance and respect of teachers, classmates - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Keep informed about career opportunities in Alberta - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Understand themselves and deal with their developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Select and enter an educational program at a post-secondary institution - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Change their school program and career goals in light of new information and changed circumstances - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school teachers** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Maintain positive attitude toward work, students- Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students developmental needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Identify specific conditions that affect student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Establish positive relationships with parents - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Instruct students in study skills, and values related to subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of senior high school students.** Circle 1 (none), 2 (minor), or 3 (major) for each individual or group (obtain this information from interviews with school staff).

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain access to their child's student record and standardized test results - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Inform the school of the values which they would like their child to develop - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Parent Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child understands his/her own strengths and weaknesses.	1	2	3	4	5
b)	Your child knows how to raise his/her own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Your child has practised skills he/she can use to develop effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Your child has practised decision making and problem solving skills he/she can use.	1	2	3	4	5
e)	Your child has learned effective strategies and study skills he/she can use to improve his/her achievement.	1	2	3	4	5
f)	Your child has become knowledgeable about careers and has practised strategies he/she can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child knows when and how to obtain counselling assistance.	1	2	3	4	5
b)	Your child receives effective assistance in resolving personal problems.	1	2	3	4	5
c)	Your child knows how to effectively define and resolve his/her own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development objectives is being achieved by your child in his/her school

	To a small extent				To a great extent
a) When your child graduates from school he/she will be able to make some decisions about the kind of career he/she would like to pursue.	1	2	3	4	5
b) Your child knows what steps he/she needs to take after completing school to progress toward his/her chosen career.	1	2	3	4	5
c) Your child is aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Your child understands his/her personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Your child demonstrates competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

	Ineffective				Effective
4. Rate the overall effectiveness of guidance and counselling services in your child's school.	1	2	3	4	5

5. Identify the characteristics you think are desirable in an effective counsellor.

_____

_____

_____

	To a small extent				To a great extent
6. To what extent are school guidance and counselling services accessible to your child?	1	2	3	4	5
7. To what extent are your child's needs for guidance and counselling services being met in your school?	1	2	3	4	5
8. To what extent are learning experiences provided in a caring environment in your child's school?	1	2	3	4	5
9. To what extent are career development services available to your child.	1	2	3	4	5

		Very dissatis-fied				Very Satis-fied
10.	Indicate your overall level of satisfaction with the career development services provided by the school to your child.	1	2	3	4	5

		To a small extent				To a great extent
11. a)	To what extent is your child making informed choices with respect to options, courses, and programs?	1	2	3	4	5
b)	To what extent is your child knowledgeable about the implications of his/her choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5
12. a)	To what extent are you informed by the school about options, courses, and programs for your child?	1	2	3	4	5
b)	To what extent are you involved in selecting options, courses, and programs for your child?	1	2	3	4	5
13. a)	To what extent is your child adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs for your child?

_____

_____

_____

14. What are the strengths of guidance and counselling services in your child's school.

_____

_____

_____

15. How could the guidance and counselling services in your child's school be improved.

_____

_____

_____

16. Rate the extent to which each of the following guidance and counselling services for **parents of senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your child's school.

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

16. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5